

PHI 2010: INTRODUCTION TO PHILOSOPHY
(sects. 2000, 2001, 2002/nos. 15577, 15578, 15579)

Lectures for all sections: TR3 (9:35 - 10:25 a.m.) in CSE 0142
Discussion meeting for 2000/15577: F3 (9:35 - 10:25 a.m.) in MAT 0018
Discussion meeting for 2001/15578: F4 (10:40 – 11:30 a.m.) in TUR 2346
Discussion meeting for 2002/15579: F6 (12:50 – 1:40 p.m.) in UST 0108

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Course Goals

This course is designed to introduce students to the practice of philosophy through the study of central philosophical questions and arguments, as represented by a selection of historical and contemporary readings. Students will learn some of the basic principles of good reasoning, including how to understand arguments, represent them clearly and fairly, and evaluate them for cogency. Students will also learn to develop their own arguments and views regarding the philosophical questions studied in the course in a compelling fashion. In these ways the course aims to develop students' own reasoning and communication skills in ways that will be useful in any further study of philosophy they undertake and beyond the bounds of philosophy itself.

Course Objectives

Students will demonstrate their competencies in understanding and assessing the philosophical theories studied in the course primarily via a set of assigned papers, in which they will be assessed for their abilities to: (i) understand and apply basic concepts of good reasoning, (ii) accurately and fairly describe and explain philosophical views represented in works assigned for the course, (iii) formulate arguments of their own while anticipating possible lines of objections and responding in a conscientious fashion, and (iv) speak and write clearly and persuasively about abstract and challenging matters of the sort raised by the philosophical material in the course.

General Education and Writing Requirement

PHI2010 is a Humanities (H) subject area course in the UF General Education Program, a General Education Core Course in Humanities, and a UF Writing Requirement (WR6) course. A minimum grade of C is required in the course for general education credit.

Required Texts

David Hume. *Dialogues Concerning Natural Religion*. Hackett. 2nd edn. ISBN 0872204022.

René Descartes. *Meditations on First Philosophy*. Hackett. 3rd edn. ISBN 0872201929.

Harry Frankfurt. *The Reasons of Love*. Princeton University Press. ISBN 0691191476.

(Other readings listed in the schedule of meetings and topics are available in the Files section of the Canvas course site.)

Evaluation and Expectations

- Discussion Topics and Participation. For each class meeting for which a discussion rather than a lecture is indicated in the Schedule of Meetings and Topics below, students will prepare and bring to class a 150-200 word written response on a topic or topics posted after the previous lecture. These responses will form the basis of in-class group work and discussion. The participation grade for the course, constituting **10% of the course grade**, will be determined by the number of the discussion responses successfully completed.
- Four 1,500-word essays on assigned topics relating to issues discussed in each of units 2-5, **each worth 15% of the course grade**. Due dates for these essays (indicated in the schedule of meetings and topics below) are: 2/17, 3/7, 4/4, and 4/24. The essay assignments with full instructions will be posted in Canvas one week before each of these dates. No essay will be accepted after its due date except by 24-hour prior arrangement with the instructor. Failure to properly submit an essay via Canvas by its due date will result in a '0' grade for that assignment. Essays will be evaluated in accordance with the Writing Assignment Rubric at the end of this syllabus. Plagiarism on any essay assignment will result in a grade of "E" for the course.
- Two in-class examinations, **each worth 15% of the course grade**, to be administered on 2/23 and 4/23. There will be no make-up exams except by specific arrangement with the course instructor a minimum of one week prior to the scheduled exam date.

Grade Scale. The following grade scale will be used to assign final letter grades for the course. See UF grading policies for assigning grade points at <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>.

Grade Scale	Grade Value
	A=4.0
	A-=3.67
89-86=B+	B+=3.33
85-82=B	B=3.00
81-79=B-	B-=2.67
78-75=C+	C+=2.33
75-72=C	C=2.00
71-69=C-	C-=1.67
68-66=D+	D+=1.33
65-62=D	D=1.00
61-60=D-	D-=0.67
59-0=E	E=0.00

General Education Objectives and Learning Outcomes

This course is a Humanities (H) subject area course in the UF General Education Program and a General Education Core Course in Humanities. Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives. A minimum grade of C is required for general education credit.

PHI 2010 accomplishes these goals by familiarizing students first with the fundamentals of arguments and their analysis and then with some of the basic issues and ideas in key areas of philosophy, including the philosophy of religion, epistemology, metaphysics, the philosophy of action, and value theory. Students will read and discuss works by key figures in the history of Western philosophy as well as works by contemporary philosophers, often reflecting on those historical figures. Students will come to see how philosophers develop rich conceptual resources to grapple with fundamental problems.

The General Education Student Learning Outcomes (SLO's) divide into three areas: CONTENT – students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline; COMMUNICATION – students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline; and CRITICAL THINKING – students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems.

Students will satisfy these SLO's by: (i) preparing written responses on central ideas and arguments in the philosophical works being read in the class that will serve as the basis for class discussion at regular intervals throughout the semester; (ii) participating actively in the small-group and full-class discussions, in which students will consider the effectiveness of their fellow students' ideas and reasoning; (iii) writing four 1,500 word essays, on assigned topics designed to test students' critical thinking abilities, to be graded according to a rubric that specifies as criteria for assessment competent command of the relevant texts and material discussed in class, perspicuous identification of the issues raised by the assigned topics, and development of a response that cogently supports the students' claims with little or no irrelevance; and (iv) taking two in-class exams designed to test students' competent command of the course content.

UF Writing Requirement

Students who successfully complete the major writing assignments in this course will earn 6000 words toward the UF Writing Requirement. The Writing Requirement (WR) ensures student both maintain their fluency in writing and use writing as a tool to facilitate learning. Course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course.

Evaluation of the four 1,500-word essays in this course will include feedback on grammar, punctuation, clarity, coherence, and organization. These essays will be evaluated according to the criteria set out in the writing assessment rubric at the end of this syllabus. Students will find resources for improving their writing at the university's Writing Studio page (<http://writing.ufl.edu/writing-studio/>), including a link to an electronic version of Strunk and White's *The Elements of Style* (<http://www.bartleby.com/141/>), the recommended style manual for this course. The document *Basic Grammar for Writing Assignments* posted in the Files section of the Canvas course site discusses some common grammatical errors that must be avoided in written work for this course

SCHEDULE OF MEETINGS, TOPICS, AND ASSIGNMENTS

UNIT 1: INTRODUCTION

Week 1

- (1) Jan. 9 – What Is Philosophy?
- (2) Jan. 11 – Philosophical Inquiry
Reading: Plato's *Euthyphro*
- (3) Jan. 12 – Discussion Sections

Week 2

- (4) Jan. 16 – Arguments I
- (5) Jan. 18 – Arguments II
- (6) Jan. 19 – Discussion Sections

UNIT 2: REASON AND BELIEF IN GOD

Week 3

- (7) Jan. 23 – The Argument from Design
Readings: Hume, *Dialogues* II-VIII; William Paley, "The argument from design"; optional: Stephen Jay Gould, "The panda's thumb" and "Senseless signs of history"
- (8) Jan. 25 – The Argument from Design (cont.)
- (9) Jan. 26 – Discussion Sections

Week 4

- (10) Jan. 30 – The Ontological Argument
Readings: St. Anselm, "The ontological argument"; William Rowe, "The ontological argument."
- (11) Feb. 1 – The Cosmological Argument
Readings: Aquinas, "The five ways"; Samuel Clarke, "A modern formulation of the cosmological argument"; David Hume, *Dialogues* IX; optional: William Rowe, "The cosmological argument"
- (12) Feb. 2 – Discussion Sections

Week 5

- (13) Feb. 6 – The Problem of Evil
Reading: David Hume, *Dialogues* X-XI; Fyodor Dostoevsky, "Rebellion"
- (14) Feb. 8 – Responses to the Problem of Evil
Reading: G. W. Leibniz, "God, evil, and the best of all possible worlds"; J.L. Mackie, "Evil and omnipotence"

Unit 2 Essay Assignment Posted

- (15) Feb. 9 – Discussion Sections

UNIT 3: PROBLEMS IN EPISTEMOLOGY

Week 6

- (16) Feb. 13 – Cartesian Doubt and the Cogito
Readings: Descartes, *Meditations*, Synopsis and *Meditations* I & II; John Pollock, "A brain in a vat"
- (17) Feb. 15 – Descartes and God
Reading: Descartes, *Meditations* III
Unit 2 Essay Due
- (18) Feb. 16 – Discussion Sections

Week 7

- (19) Feb. 20 – Descartes on the Criterion of Truth
Reading: Descartes, *Meditations* IV
- (20) Feb. 22 – Descartes on Mind, Body, and the External World
Reading: Descartes, *Meditations* V-VI
- (21) Feb. 23 – **FIRST IN-CLASS EXAM**

Week 8

- (22) Feb. 27 – Primary and Secondary Qualities
Reading: John Locke, "The causal theory of perception"
- (23) Feb. 29 – The Sense-Data Theory of Perception
Readings: A. J. Ayer, "The argument from illusion"; J. L. Austin, "The argument from illusion"
Unit 3 Essay Assignment Posted
- (24) Mar. 1 – Discussion Sections

UNIT 4: DETERMINISM, FREE WILL, RESPONSIBILITY

Week 9

- (25) Mar. 5 – The Threat of Determinism
Reading: Paul Holbach, "The illusion of free will"
- (26) Mar. 7 – Compatibilism
Readings: A.J. Ayer, "Freedom and necessity"; Peter van Inwagen, "The incompatibility of free will and determinism"
Unit 3 Essay Due

- (27) Mar. 8 – Discussion Sections

March 9 - 16: Spring Break

Week 10

- (28) Mar. 19 – Libertarianism
Readings: C.A. Campbell, "Has the self 'free will'?" ; optional: Roderick Chisholm, "Human freedom and the self"
- (29) Mar. 21 – Freedom and Moral Responsibility

Readings: Harry Frankfurt, "Alternate possibilities and moral responsibility"; Thomas Nagel, "Moral Luck"

(30) Mar. 22 – Discussion Sections

Week 11

(31) Mar. 26 – Freedom and Moral Responsibility, cont.

Reading: Susan Wolf, "Sanity and the metaphysics of responsibility"

(32) Mar. 28 – Freedom and Moral Responsibility, cont.

Reading: Harry Frankfurt, "Freedom of the will and the concept of a person"

Unit 4 Essay Assignment Posted

(33) Mar. 29 – Discussion Sections

UNIT 5: HAPPINESS AND WELL-BEING

Week 12

(34) Apr. 2 – How Should We Live?

Reading: Frankfurt, *The Reasons of Love*, Chapter 1

(35) Apr. 4 – How Should We Live?, cont.

Reading: Frankfurt, *The Reasons of Love*, Chapter 1

Unit 4 Essay Due

(36) Apr. 5 – Discussion Sections

Week 13

(37) Apr. 9 – On Love and Its Reasons

Readings: Frankfurt, *The Reasons of Love*, Chapter 2, and "The importance of what we care about"

(38) Apr. 11 – On Love and Its Reasons, cont.

Readings: Frankfurt, *The Reasons of Love*, Chapter 2, and "On the usefulness of final ends"

(39) Apr. 12 – Discussion Sections

Week 14

(40) Apr. 16 – The Dear Self

Reading: Frankfurt, *The Reasons of Love*, Chapter 3

(41) Apr. 18 – The Dear Self, cont.

Unit 5 Essay Assignment Posted

Reading: Frankfurt, *The Reasons of Love*, Chapter 3

(42) Apr. 19 – Discussion Sections

Week 15

(43) Apr. 23 – SECOND IN-CLASS EXAM

Wed., Apr. 24: **Unit 5 Essay Due**

ACADEMIC HONESTY. UF students are bound by The Honor Pledge, which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Conduct Code (<https://sccr.dso.ufl.edu/process/student-conduct-code/>) specifies several behaviors that are in violation of this code and the possible sanctions. If you have any questions or concerns, please consult with the instructor or TAs in this class.

ATTENDANCE AND CLASSROOM POLICIES. Students are expected to attend class and to have done all assigned reading in advance. Failure to do so will adversely affect students' ability to perform well in this course. Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies specified at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.

CANVAS E-LEARNING ENVIRONMENT. This course is supplemented by online content in the e-Learning environment known as "Canvas." If you encounter any difficulties logging in or accessing any of the course content, contact the UF Computing Help Desk at (352) 392-4537. Do not contact the course instructor regarding computer issues.

ONLINE COURSE EVALUATION. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

ACCOMMODATION FOR STUDENTS WITH DISABILITIES. Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center (<https://disability.ufl.edu/get-started/>). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

IN-CLASS RECORDING. Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Campus Resources

Health and Wellness

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need or visit the Student Health Care Center website.

University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.

Academic Resources

E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: Visit the Student Honor Code and Student Conduct Code webpage for more information.

On-Line Students Complaints: [View the Distance Learning Student Complaint Process.](#)

WRITING ASSESSMENT RUBRIC

A	B	C	D	E
<ul style="list-style-type: none"> • Overall, the paper does an excellent job of responding to the topic question and reflects a more than competent command of the relevant texts and material discussed in class. • The introduction does an excellent job of identifying the issues raised by the topic to be discussed in the rest of the paper. • The main ideas of the paper are clear and convincing • All the content of the paper supports its main ideas with no irrelevant material. • The paper's claims are all well-grounded in cogent interpretations of the relevant textual evidence. • The argument advances in a manner that is easy to follow. 	<ul style="list-style-type: none"> • Overall, the paper responds well to the topic question and reflects a competent command of the relevant texts and material discussed in class. • The introduction does a good enough job of identifying the issues raised by the topic to be discussed in the rest of the paper. • The main ideas of the paper are for the most part clear and convincing. • Almost all the content of the paper supports its main ideas with no irrelevant material. • The paper's claims are generally well-grounded in cogent interpretations of the relevant textual evidence. • The argument advances in a manner that is for the most part easy to follow. 	<ul style="list-style-type: none"> • Overall, the paper provides a merely sufficient response to the topic question and reflects a less than competent command of the relevant texts and material discussed in class. • The introduction does not adequately identify the issues raised by the topic to be discussed in the rest of the paper. • The main ideas of the paper are only partially clear and convincing. • The content of the paper generally supports its main ideas, though there is some irrelevant material. • Only some of the paper's claims are well-grounded in cogent interpretations of the relevant textual evidence. • The argument is difficult to follow in places. 	<ul style="list-style-type: none"> • Overall, the paper only partially responds to the topic and reflects an incompetent command of the relevant texts and materials discussed in class. • The introduction does not identify the issues raised by the topic to be discussed in the rest of the paper. • The main ideas of the paper are only marginally clear and convincing. • The content of the paper tends not to support its main ideas, and there is a good deal of irrelevant material. • None of the interpretations on which the paper's claims are based are cogent. • The argument is difficult to follow or incomplete. 	<ul style="list-style-type: none"> • Overall, the paper does not respond to the topic and fails to draw upon relevant texts and materials discussed in class. • The introduction does not identify the issues raised by the topic to be discussed in the rest of the paper. • It is unclear what the paper's main ideas are supposed to be. • How the content of the paper is supposed to support its main ideas is unclear, and there is far too much irrelevant material. • None of the paper's claims are based on interpretations of the relevant textual evidence. • The argument is very difficult to follow.
<p>Grammar: The document <i>Basic Grammar for Writing Assignments</i> posted under the "Resources" tab discusses some common grammatical errors you must avoid. Grammatical errors will incur deductions as follows:</p> <ul style="list-style-type: none"> • Improper formation of plurals and possessives (- 2 points) • Confusion of <i>it's</i> and <i>its</i> (- 2 points) • Failure of agreement between subject and verb (- 2 points) • Sentence fragment (<i>Basic Grammar</i> §1) (- 4 points) • Run-on sentence (<i>Basic Grammar</i> §2) (- 4 points) • Faulty Modification (<i>Basic Grammar</i> §3) (- 2 points) • Unclear Pronoun Reference (<i>Basic Grammar</i> §4) (- 2 points) • Faulty Parallelism (<i>Basic Grammar</i> §5) (- 2 points) 				

